


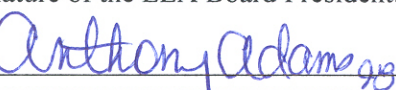
## **Attachment III**

**Revised 2/17/11**

# SIG GRANT—School Building Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Northwestern High School	Mailing Address: 2200 W. Grand Boulevard, Detroit MI, 48208-1178
School Building Code: 560	
School Building Contact for the School Improvement Grant	
Name: Belinda Raines	
Position and Office: Principal	
Contact's Mailing Address: 2200 W. Grand Boulevard, Detroit MI, 48208-1178	
Telephone: (313) 596-0700	
Fax: (313) 596-0710	
Email address: belinda.raines@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone:
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone:
Signature of the LEA Board President: X 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## Section A

### 1. Possible model to use for analysis of data.

The school will consider evidence of need by having a focus on overall improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district.

**Rationale for selection of target areas:** Whenever the performance of Northwestern High School is lower than state and district performance norms and averages, an immediate review of all data and selection of target areas will occur. After an analysis of data, the Northwestern staff has selected to use a "whole school model" for performance gains in the following areas:

- Reading
- Writing
- Mathematics
- Science

Focus on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment

Northwestern's Comprehensive Needs Assessment, Data Profile and results as measured by 2009 MME and 2009 MEAP, in general, students at grade levels 9 and 11 are underperforming in Reading, Mathematics and Science.

In the areas of English Language Arts, Mathematics, Science, and Social Studies, we have found our female students are less proficient than our male students, suggesting a need for intensive program improvement for our female students.

Student suspensions and absences are frequent disruptors of student progress across most sub groups.

Scaffold for Improvement in Student Achievement:

- Integrate best practice instructional models in order to provide more equitable and substantially opportunities for our students with disabilities.
- Increase students' access to a robust curriculum in reading, writing and math, by offering extended learning opportunities; most notably for sub-groups populations.

- Alignment of assessment with curriculum, instruction and state content expectations, and student academic supports.
- Collection and utilization of data by teachers to drive instruction that meets the learning needs of students.
- Establish a career and college-ready culture throughout the school increasing college-readiness curriculum offerings.
- Additional opportunities for students to accelerate their learning through extended day/year, online learning experiences, and/or access to college level courses via dual enrollment opportunities, and internships.

Northwestern has the opportunity to move students forward at a rapid pace, using the Transformation Model, external supports and resources, such as Title 1 School Improvement, Title 1 Part A, Special Education Fund 22 and Pre-implementation funding.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

While overall reading and mathematics performance is low, performance levels of students with disabilities is alarmingly low. In 2009-10, 25% of low SES and 26% of minority students met the state's proficiency standard for reading; only 8% of students with disabilities met state standards—on the positive side, not a single student with disabilities met state standards in 2007-08 or 2008-09, so improvements are being made in services to that population. Mathematics performance has hovered around 3 to 4% over the past three years, with no students with disabilities scoring proficient in mathematics.

#### Sub Group Academic Data Analysis

Grade: 11      Percent of Sub-Group Meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
<b>Social Economic Status (SES)</b>	23%	16%	25%	8%	5%	16%	13%	9%	18%
<b>Race/Ethnicity</b>	26%	19%	25%	8%	5%	10%	13%	10%	16%
<b>Students with Disabilities</b>	0%	0%	0%	0%	0%	0%	0%	0%	
<b>Limited English</b>	<10	<10	<10	<10	<10	<10	<10	<10	<10

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
<b>Proficient (LEP)</b>									
<b>Homeless</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Neglected &amp; Delinquent</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Migrant</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Gender</b>									
<b>Male</b>	16%	15%	21%	5%	3%	16%	11%	88%	18%
<b>Female</b>	32%	22%	27%	9%	6%	7%	14%	11%	15%
<b>Aggregate Scores</b>	25%	19%	25%	7%	5%	10%	13%	10%	16%
<b>State</b>	60%	62%	60%	40%	41%	43%	52%	52%	51%

### Grade 11

Group	Math		
	Year 1	Year 2	Year 3
	2007	2008	2009
<b>Social Economic Status (SES)</b>	3%	4%	4%
<b>Race/Ethnicity</b>	4%	4%	4%
<b>Students with Disabilities</b>	0%	0%	0%
<b>Limited English Proficient (LEP)</b>	<10	<10	<10
<b>Homeless</b>	n/a	n/a	n/a
<b>Neglected &amp; Delinquent</b>	n/a	n/a	n/a
<b>Migrant</b>	n/a	n/a	n/a

<b>Gender</b>			
<b>Male</b>	<b>5%</b>	<b>3%</b>	<b>5%</b>
<b>Female</b>	<b>3%</b>	<b>5%</b>	<b>3%</b>
<b>Aggregate Scores</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>
<b>State</b>	<b>46%</b>	<b>46%</b>	<b>49%</b>

**Sub Group Non-Academic Analysis**

**Year: 2009-2010**

<b>Group</b>	<b># Students</b>	<b># of Absences</b>		<b># of Suspension</b>		<b># of Expulsions</b>	<b>Mobility Unduplicated Counts</b>	
		<b>&gt;10</b>	<b>&lt;10</b>	<b>In*</b>	<b>Out*</b>		<b>In*</b>	<b>Out*</b>
<b>SES</b>	<b>348</b>							
<b>Race/Ethnicity</b>	<b>1367</b>							
<b>Disabilities</b>	<b>306</b>							
<b>LEP</b>	<b>7</b>							
<b>Homeless</b>	<b>n/a</b>							
<b>Migrant</b>	<b>n/a</b>							
<b>Gender</b>								
<b>Male</b>	<b>632</b>							
<b>Female</b>	<b>738</b>							
<b>Totals</b>	<b>1370</b>				<b>293</b>	<b>22</b>		

**Enrollment and Graduation Data  
Year: 2009-2010**

<b>Grade</b>	<b># of Students</b>	<b># Students enrolled in a Young 5's program</b>	<b># Students in course/grade acceleration</b>	<b>Early HS graduation</b>	<b># of Retentions</b>	<b># of Dropout</b>	<b># promoted to next grade</b>
9	375	0	0	n/a	n/a		
10	247	0		n/a			
11	193	0		n/a			
12	183	0		n/a			

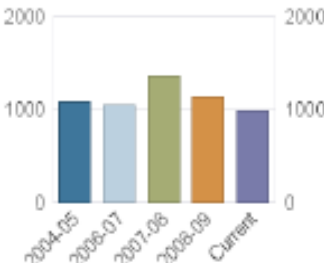
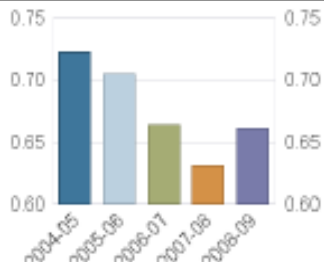
**Number of Students enrolled in Extended Learning Opportunities  
Year: 2009-2010**

<b>Number of Students in Building by</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file*</b>

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file*</b>
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## Northwestern High School

Enrollment History						
	2005-06	2006-07	2007-08	2008-09	Current (as of 4/27/2010)	Enrollment Trend
Total Count	1,257	1,063	1,365	1,130	998	
Grade 09	523	367	510	429	375	
10	288	196	328	246	247	
11	256	231	222	226	193	
12	190	269	305	229	183	
Sub Group Enrollment History						
Gender	2005-06	2006-07	2007-08	2008-09	Current	
Male	558	463	616	497	449	
Female	699	600	749	633	549	
Ethnicity						
(1) American Indian/Alaskan Native	2	3	5	3	1	
(2) Asian/Pacific Islander	2	3	3	1	1	
(3) Black, Not of Hispanic Origin	1,240	1,049	1,346	1,121	989	
(4) Hispanic	5	5	6	1	5	
(5) White, Not of Hispanic Origin	8	3	5	4	2	
Special Groups						
Students with Disabilities	223	215	259	223	220	
Limited English Proficient/Bilingual	4	4	2	2	10	
Economically Disadvantaged	976	825	889	829	808	
Attendance History						
	2004-05	2005-06	2006-07	2007-08	2008-09	Attendance Trend
Total Count	72.2%	70.5%	66.4%	63.2%	66.1%	
Grade 09	69.6%	66.2%	62.6%	58.0%	62.4%	
10	76.7%	73.2%	64.5%	62.7%	66.6%	
11	73.5%	75.2%	70.6%	70.1%	68.7%	
12	61.3%	71.8%	69.3%	67.2%	69.6%	
Sub Group Attendance History						
Gender	2004-05	2005-06	2006-07	2007-08	2008-09	
Male	69.6%	68.8%	69.6%	69.6%	69.6%	
Female	74.5%	71.8%	74.5%	74.5%	74.5%	
Ethnicity						
(1) American Indian/Alaskan Native	74.0%	85.2%	74.0%	74.0%	74.0%	
(2) Asian/Pacific Islander	90.4%	88.3%	90.4%	90.4%	90.4%	
(3) Black, Not of Hispanic Origin	72.0%	70.3%	72.0%	72.0%	72.0%	
(4) Hispanic	86.0%	82.0%	86.0%	86.0%	86.0%	
(5) White, Not of Hispanic Origin	82.6%	87.4%	82.6%	82.6%	82.6%	
Special Groups						
Students with Disabilities	68.2%	67.7%	68.2%	68.2%	68.2%	
Limited English Proficient/Bilingual	85.7%	74.2%	85.7%	85.7%	85.7%	
Economically Disadvantaged	71.9%	69.1%	71.9%	71.9%	71.9%	

# Northwestern High School

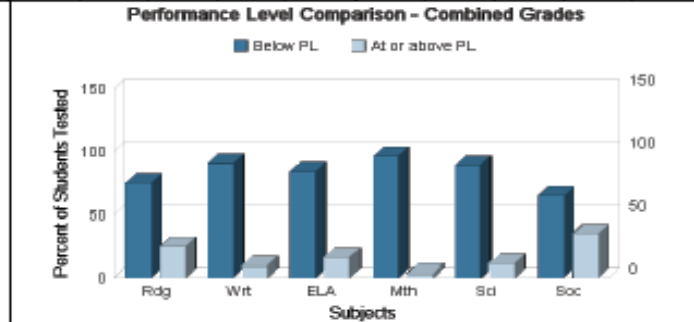
MEAP/MME 2008-09															
Grade	Reading					Writing					English Language Arts (ELA)				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%
11	167	41%	35%	25%	0%	179	27%	63%	0%	0%	167	30%	54%	16%	0%
Combined	167	41%	35%	25%	0%	179	27%	63%	0%	0%	167	30%	54%	16%	0%

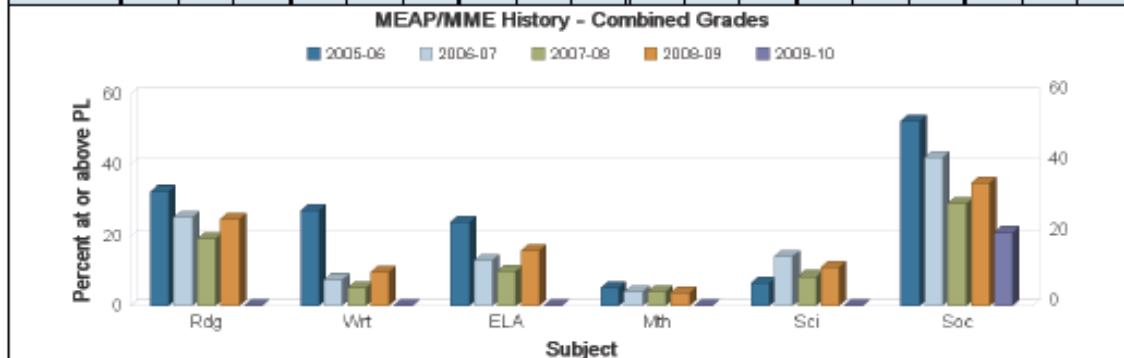
Grade	Mathematics					Science					Social Studies				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%	468	25%	46%	27%	2%
11	166	80%	17%	3%	1%	174	78%	13%	11%	0%	170	28%	25%	45%	4%
Combined	166	80%	17%	3%	1%	174	78%	13%	11%	0%	638	25%	40%	32%	3%

The chart to the right compares the percentage of students who tested in each subject and met or exceeded Michigan performance level standards versus the percentage of students who tested in each subject and did not meet Michigan performance level standards. The combined grade data shown in the above tables were used to create the chart. Level 1 and Level 2 are considered meeting or exceeding Michigan performance levels. Levels 3 and Level 4 are below Michigan performance level standards.

Note: In 2009-10 school year Writing and English Language Arts (ELA) were not scored by the Michigan Department of Education and were reported to schools as zero.



MEAP/MME History - Combined Grades																		
School Year	Reading			Writing			ELA			Mathematics			Science			Social Studies		
	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL
2005-06	259	32.4%	81	259	27.0%	70	238	23.5%	56	254	5.1%	13	241	6.6%	16	523	52.4%	274
2006-07	152	25.0%	38	136	7.4%	10	134	12.7%	17	152	3.9%	6	144	13.9%	20	456	42.1%	192
2007-08	178	19.1%	34	175	5.1%	9	174	9.8%	17	170	4.1%	7	166	8.3%	14	472	29.0%	137
2008-09	167	24.0%	41	179	9.5%	17	167	15.0%	26	166	3.6%	6	174	10.9%	19	638	34.8%	222
2009-10		0.0%									0.0%			0.0%		236	20.8%	49



### Northwestern High School

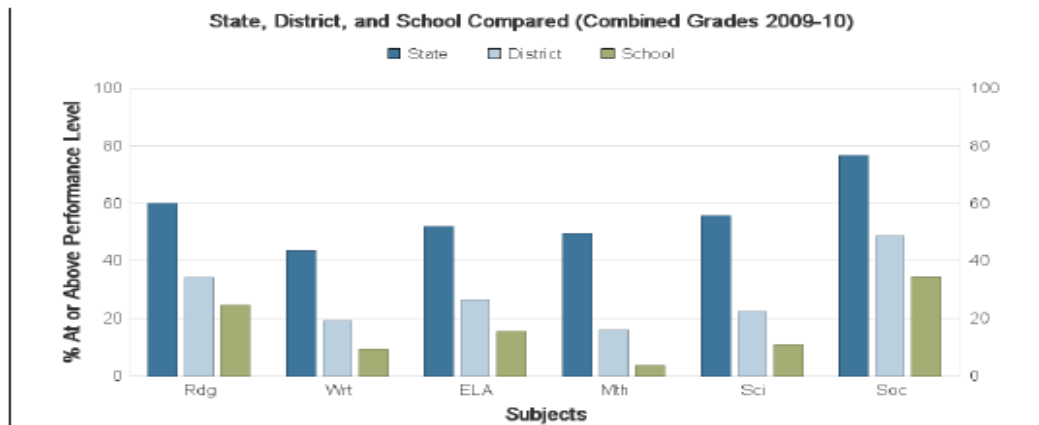
State, District, School Compared on MEAP/MME 2008-09												
Grade	Reading				Writing				English Language Arts (ELA)			
	State	District	School	Result	State	District	School	Result	State	District	School	Result
09												
11	60.0%	34.4%	24.6%		43.0%	19.1%	9.5%		52.0%	52.0%	15.6%	
Combined	60.0%	34.4%	24.6%		43.0%	19.1%	9.5%		52.0%	26.4%	15.6%	

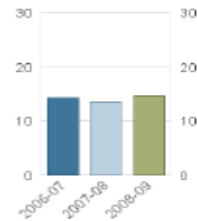
Grade	Mathematics				Science				Social Studies			
	State	District	School	Result	State	District	School	Result	State	District	School	Result
09												
11	49.0%	16.2%	3.6%		56.0%	22.4%	10.9%		81.0%	55.0%	48.8%	
Combined	49.0%	16.2%	3.6%		56.0%	22.4%	10.9%		76.4%	48.5%	34.8%	

■ School Performance Level Percentage Higher than State

■ School Performance Level Percentage Higher than District



MME-ACT History										Average Combined ACT Score
School Year	Grade	Number Tested	English	Math	Reading	Science	English Writing	Writing	Combined	
2006-07	11	166	12.36	14.72	14.43	15.20	11.99	4.95	14.28	
2007-08	11	183	11.81	14.91	13.44	14.38	12.46	5.78	13.46	
2008-09	11	179	13.18	15.01	14.17	15.44	13.62	5.94	14.51	



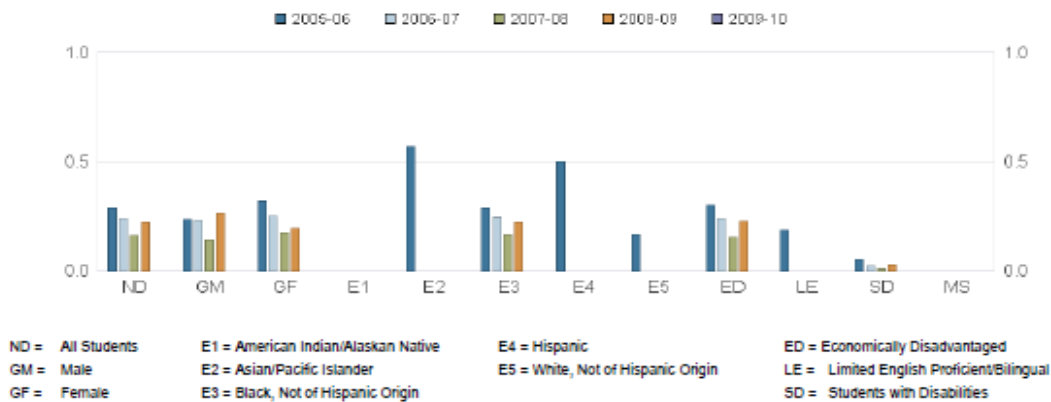
## Northwestern High School

<b>MME 2008-09 Performance by Sub-Group</b> (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)						
	Reading	Writing	ELA	Math	Science	Soc Stu
All Students	24.6%	9.5%	15.6%	3.6%	10.9%	34.8%
<b>Gender</b>						
Male	20.7%	15.5%	17.2%	5.2%	20.7%	37.8%
Female	26.6%	6.6%	14.7%	2.8%	6.0%	32.5%
<b>Ethnicity</b>						
(1) American Indian/Alaskan Native						
(2) Asian/Pacific Islander						
(3) Black, Not of Hispanic Origin	24.8%	9.6%	15.8%	3.7%	11.0%	35.0%
(4) Hispanic						
(5) White, Not of Hispanic Origin						
<b>Special Groups</b>						
Students with Disabilities						6.7%
Limited English Proficient/Bilingual						
Economically Disadvantaged	25.2%	10.5%	18.3%	3.5%	12.5%	33.4%

(Not reported if there are less than 10 students in a sub-group)

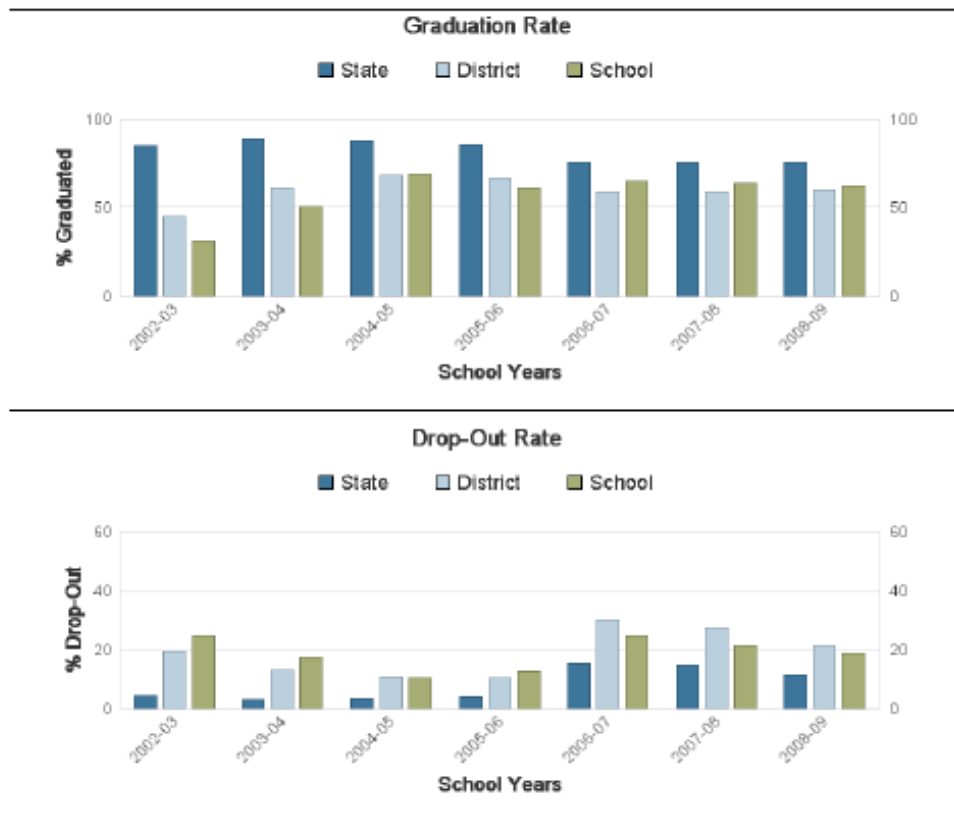
<b>MME Performance History by Sub-Group</b> (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)					
	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	28.9%	24.1%	18.3%	22.2%	
<b>Gender</b>					
Male	23.4%	23.1%	14.3%	26.6%	
Female	32.2%	24.9%	17.6%	19.5%	
<b>Ethnicity</b>					
(1) American Indian/Alaskan Native					
(2) Asian/Pacific Islander	57.1%				
(3) Black, Not of Hispanic Origin	28.8%	24.4%	18.5%	22.4%	
(4) Hispanic	50.0%				
(5) White, Not of Hispanic Origin	16.7%				
<b>Special Groups</b>					
Students with Disabilities	5.1%	2.1%	0.9%	2.9%	
Limited English Proficient/Bilingual	18.8%				
Economically Disadvantaged	30.2%	24.0%	15.1%	22.5%	

**Five Year MEAP Performance by Sub-Group**



## Northwestern High School

Graduation and Drop-Out Rates						
School Year	Graduation Rate			Drop-Out Rate		
	State	District	School	State	District	School
2008-09	75.2%	59.7%	62.5%	11.3%	21.1%	18.4%
2007-08	75.5%	58.2%	63.3%	14.9%	27.1%	21.0%
2006-07	75.5%	58.4%	64.8%	15.1%	30.0%	24.6%
2005-06	85.8%	66.8%	61.3%	3.8%	10.0%	12.3%
2004-05	87.7%	67.9%	68.5%	3.3%	10.7%	10.1%
2003-04	88.7%	60.9%	50.1%	3.0%	12.7%	17.2%
2002-03	84.8%	44.5%	30.8%	4.1%	19.2%	24.6%



### DEFINITIONS

<b>AYP</b>	Adequate Yearly Progress.	<b>LVL</b>	Level, There are 4 Performance Levels in MEAP
<b>CEPI</b>	Center for Educational Performance & Information		Level 1 - Advanced
<b>DPS</b>	Detroit Public Schools (District)		Level 2 - Proficient
<b>ELA</b>	English Language Arts.		Level 3 - Partially Proficient
<b>LEA School</b>	School associated with Local Education Agency (Public School District)		Level 4 - Not Proficient
<b>MEAP</b>	Michigan Educational Assessment Program (Grades 3 - 9)	<b>PL</b>	Performance Level - In Michigan those students who score in Lvl 1 or Lvl 2 are considered to have met or exceeded Michigan Standards.
<b>MME</b>	Michigan Merit Exam (Grade 11)	<b>nPL</b>	Number of Students who scored in Lvl 1 or Lvl 2
		<b>%PL</b>	Percentage of Student who scored in Lvl 1 or Lvl 2

NOTE: There may be slight differences in some of the numbers due to rounding.

## 2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> <b>General Funds</b>  <input checked="" type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I School wide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input checked="" type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input type="checkbox"/> <b>Title II Part A</b> <input checked="" type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input checked="" type="checkbox"/> <b>Special Education Fund 22</b>
<p align="center"><b>Other:</b> Pre-implementation funds of \$179,000.</p> <p><b>(Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.</b></p>			

### **3. School Building Commitment**

**Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.**

**a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.**

Northwestern staff members are committed to work together to successfully implement the Transformation Model approach. Data is the most important element in the transformational process used by staff to direct all resources for Northwestern high school. During the School Improvement Planning process, teachers met within each content area (Science, ELA, Mathematics and Social Studies) and with parents to gather greater input on the essential items required for the School Improvement Plan process. School Improvement contributions were jointly reviewed and edited to form the schools School Improvement Plan. The Students' MME/MEAP data (math, reading, and science, social) and other demographic performance data (attendance, discipline, teacher attendance and teachers' years of service) were reviewed for changes required for the effective transformation of the school to one of high performance.

Additionally, the Northwestern High School Learning Community is investigating the implementation of the following strategies to achieve a successful Transformation. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools, in addition to the following initiatives:

1. A focus on career development in Smaller Learning communities having a robust, career and college-ready curriculum for every student.
2. Mapping the execution of 21<sup>st</sup> century literacy across the curriculum
3. Intensive summer institutes for teachers and staff
  - Accelerated Academies for on-target students
  - Summer Bridge Programs for entering 9<sup>th</sup> grade students
4. Partnerships with:
  - Higher Educational (HE) communities
  - Business Internships and community service
5. Using baseline diagnostic data for establishing performance benchmarks
6. Students and families as primary stakeholders in the establishment of high performance profiles
7. An evaluation rubric for all assignments and projects with clearly defined indicators for high performance reflecting high expectations for achievement

8. Collaborations between teachers regarding data-sets of student performance occur daily

**b. Explain the district and school's ability to support systemic change required by the model selected.**

Teachers have participated in a collaborative process of making certain that all staff members were included in the planning meetings and establishing involved in the transformation of Northwestern high school. The staff, with their respective leadership teams, External Partner Providers, Wayne RESA Coach, District and DFT Representation has structured itself around the Transformation Model by developing a calendar of activities to support the creation of Smaller Learning Communities. During the planning stages, the principal will lead an inclusive process of developing a shared philosophy that involves all stakeholders with a strong emphasis on teacher leadership. Members of each Smaller Learning Academy will collaborate to develop a vision, mission, and a set of clear instructional practices that are research and evidenced based for high performance and that will improve student achievement.

**Collaborative Relationships for Student Achievement**

The Transformation Model relies on a vision that requires a full professional set of collaborative changes that support high performance for students. The leadership teams will use teacher and student data to display useful and current patterns to discern student achievement, and organizational productivity issues that need to be addressed.

Elements of the Northwestern plan are the expectations for student learning and 21<sup>st</sup> Century Instruction within a supportive environment that reflects transformational change. Critical elements of the plan include:

1. A common time for teacher discussions, collaboration and data sharing;
2. Creating a distributed leadership, to ensure that learning and the conditions required for high performance is embedded within the student and school cultures;
3. Autonomous governance, budgets, operational structures, and staffing, along with the flexible use of resources;
4. A Common career focus, ensuring the learning community offers a core curriculum with 21<sup>st</sup> century technology integrated instruction, career-readiness experiences and assessments that promote success for all students.
5. Job- embedded professional development through-out the school year;
6. A continuous use of **real-time data streams** with emphasis on continuous learning as a research strategy for all certified professionals, clearly linking changes in teaching practices to improvements in student achievement;



7. An Educator evaluation system will be implemented that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.
8. Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards; Ongoing data-monitoring at the individual student level, the classroom level, and school-wide is a key and essential component to school improvement and sustainability.

## **USING DATA AND RESEARCH STRATEGIES TO GUIDE INSTRUCTION.**

Improvement efforts at Northwestern are made possible through a wide range of system-level supports including, but not limited to the district wide Superintendent for School Redesign, an experienced central office change agent and successful building administrator that has the access and influence to move the work forward in an expeditious manner. The teacher use of data will be enhanced with a newly rolled-out data capture and reporting system. Teachers have additional data sources from the implementation of “The Learning Village” platform to support data-driven instruction and delivery of a standards-aligned curriculum from multiple providers. We are integrating the District engaged EdWorks, LLC, to guide the systemic, whole school transformation process at Northwestern high School.

## **REPORTS OF ACHIEVEMENT**

Yearly and quarterly expectations and performance results of achievement are communicated to staff, students, parents, and other stakeholders by several different methods, letters to parents, annual reports, and school district web. Staff members are informed of yearly expectations during at least three staff meetings per year. Three staff meetings are set aside annually to discuss school improvement plan, which includes student achievement goals, and quarterly assessment results. L.S.C.O. and alumni are invited to these meetings to also remain informed of yearly expectations. Course syllabus is provided to every student and parent for every content area in each grade, detailing course expectations and high school expectations for each semester. Results of four quarterly assessments are sent to students and parents via mail. In addition, progress reports and report cards are distributed during parent teacher conferences quarterly.

A performance based rubric is developed for each student in every instructional course to establish and communicate to the student learner and family the expectation for success and appropriate rigor to meet the content standards and the timetable for their completion.

The principal evaluates all teachers to ensure that the Northwestern learning community employs the “best” instructional practices to improve student achievement. These include the use of differentiated instruction for all students; most notably special education students. Including, A high level of literacy across the curriculum for all students. Northwestern uses certified teachers for test

preparation for MME/ACT and other college and work ready standardized assessments to support the development of vocabulary skills to enhance writing across the curriculum. The Principal seeks to keep teachers highly involved in the use of common quarterly assessments in Mathematics and English. The principal provides reports to the staff on the use of flexible learning time to enhance the extended learning of students. And serves as a tower of support for strengthening the development of the academic SLCs to focus on STEM, International Business and Leadership. The principal has cooperated with teachers to generate an evaluation system for teacher which is described below.

## **TEACHER ANNUAL EVALUATION SYSTEM**

The intended purpose of the Northwestern High School Evaluation Process is to assess the teacher's performance in relation to National and State of Michigan Teaching Standards and to design a plan for professional growth for every teacher. The developed evaluation instruments for the transformed Northwestern High School are based on the Framework for 21<sup>st</sup> Century Learning Professional Teaching Standards in the State of Michigan. The instruments used to evaluate teachers and instruction are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the teachers being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). This evaluation will be used in conjunction with the district's Peer Assistant Review Process.

A Northwestern school committee for High School Teaching and Academic Standards shall use the Northwestern Teaching Protocols and Northwestern Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in National Professional Teaching Standards and the National Teacher Evaluation Process including the City of Detroit Public Schools as the LEA (Local Educational Agency).

### **Teacher Responsibilities:**

1. Know and understand the Northwestern Professional Teaching Standards.
2. Understand the Northwestern Teacher Evaluation Process.
3. Prepare for and fully participate in each component of the evaluation process.
4. Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.

5. Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

**Principal/Evaluator Responsibilities:**

1. Know and understand the National Professional Teaching Standards.
2. Participate in training to understand and implement the Teacher Evaluation Process.
3. Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
4. Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
5. Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
6. Develop and supervise implementation of action plans as appropriate.

**4. School Improvement Intervention Plan—5 page limit**  
**Describe in narrative form the building plan for implementing the intervention model selected.**

Pre-Intervention Plan Professional Development  
(Summer Camp-2011)

The preparation for the School Improvement Intervention Plan begins with the pre-intervention plan activities that will begin during the summer-2011.. These summer pre-intervention experiences are designed for the professional development (pd) of teachers (8) as an embedded activity in a real-world teaching/learning environment to improve student achievement. These workshop activities will have a timeline of 15 days, 3 consecutive weeks (90hrs) @ 30 hours/week. The workshop activity will involve English Language Arts, Mathematics, Science and Technology. The teachers will receive and demonstrate 21<sup>st</sup> century technology skills as they integrate strategies that are specific to the academic discipline of the pd program. The major emphasis will be on establishing a confidence level that will permit the teacher(s) to incorporate digital lessons in the next phase of the transformation of Northwestern High School to a high performance learning organization as reflected in improved student achievement profiles. The facilitator for the professional development experiences for teachers will also deliver the professional development for all Northwestern staff before and after the pre-interventions strategies have been completed.

Table A  
A SUMMARY OF THE ACTIVITIES FOR THE SUMMER CAMP 2011.

Day	Workshop Topic	Description	Amount of Time (%)
1.	Planning a Digital Learning Lesson	Grounded in the research from the past 30 years of technology instruction.	6 Hours (7.0%)
2.	Leadership (1)	Creating a 21 <sup>st</sup> century classroom focused on a vision of high performance for every student. This workshop experience	18 Hours (20%)
3.	Leadership (2)	Technology and Infusion Strategies.	
4.	Leadership (3)	Measuring Success (Using evaluation and Assessment Toolkits)	
5.	Digital Literacy (1)	Working with computer Operating Systems	24 Hours (26%)
6.	Digital Literacy (2)	Mobile Productivity for Tchrs	
7.	Digital Literacy (3)	The Mobile learning unit for students	
8.	Digital Literacy (4)	Using Mobile Technologies with the Special Education Community	
9.	Technology Infusion	Challenge Based Learning	

Day	Workshop Topic	Description	Amount of Time (%)
	(1)		42 Hours (47%)
10.	Technology Infusion (2)	Collaborative Strategies	
11.	Technology Infusion (3)	Design Models for 21 <sup>st</sup> Century Lesson Planning	
12.	Technology Infusion (4)	Language, Media Literacy and Filmmaking in the Core Curriculum	
13.	Technology Infusion (5)	Creating digital content for Teaching and Learning with math and science tools	
14.	Technology Infusion (6)	Podcasting	
15.	Technology Infusion (7)	Project Based Learning	

The teachers will be capable of receiving these embedded workshop experiences with students who have applied and accepted into one of two programs (The Bridge Program, for entering middle school students for the 9<sup>th</sup> grade; The Accelerated Academy, for “on-track students recruited from the 10-11<sup>th</sup> grades). Both of these groups of students will benefit from the professional development of teachers as they learn to associate new practices directly into the pedagogically relevant activities that incorporate specific content with the emerging digital tools for 21<sup>st</sup> century learning. The teacher will not be required to “wait-to-see” if the products of their professional development training have translated to improved student learning. Immediate feedback is made available with the digital assessment systems to be incorporated into the training sessions.

The professional development sessions conducted during the summer (2011) will permit the transformational model for Northwestern High School to be tested in a simulated model of the proposed academy configurations in the implementation of the SIG. The Director of the professional development will work closely with the academic managers of each program (Bridge and Accelerated Academy) to prepare the teachers for engaging students with synchronous and on-line digital instruction. Learning tools will permeate the program as the curriculum dictates and as teacher preparation supports. The use of mobile technologies and individualized assessments will guide the instruction as required to reach the high performance levels in the transformation of

Northwestern High school. The use of the Blackboard resources used in the professional development will be one of the major benchmarks for the pre-implementation activities.

The scheduling of the professional development will coincide with the distribution of the enrolled summer students. The diagram below describes the distribution of the courses used for the professional develop schedule.

Table B  
PROFESSIONAL DEVELOPMENT  
COURSE SCHEDULE

Activities	Time of Day	Session	Week			Hours
			1	2	3	
<b>Program A</b>  <b>Bridge Program</b>	<b>AM</b>	<b>1</b>	10 Hours	10 Hours	10 Hours	30 hours
		<b>2</b>	10 Hours	10 Hours	10 Hours	30 hours
	<b>Lunch</b>					
	<b>PM</b>	<b>3</b>	10 Hours	10 Hours	10 Hours	30 hours
					<b>Total</b>	<b>90 hours</b>
<b>Program B</b>  <b>Accelerated Academy</b> (on track students)	<b>AM</b>	<b>1</b>	10 Hours	10 Hours	10 Hours	30 hours
		<b>2</b>	10 Hours	10 Hours	10 Hours	30 hours
	<b>Lunch</b>					
	<b>PM</b>	<b>3</b>	10 Hours	10 Hours	10 Hours	30 hours
					<b>Total</b>	<b>90 hours</b>

### Transformative Designs for Diagnostic/Formative/Summative Evaluations

The use of diagnostic evaluations for the summer camp for all of the content areas, Mathematics, Science, History and ELA will be done informally and continuously. All assessments will be used to assess the strengths and needs of every student and to make program adjustments as data indicates. These assessments will be used for instructional diagnosis rather than grading students. The evaluation of students with digital tools will become a hallmark for the transformed Northwestern High School. They are to inform instructional practices...and not to label students as the assessments have been used in the past.

The teachers use of formative evaluations will be conducted continuously throughout the course. It is used to improve instruction and learning and to keep both students and teachers aware of the course objectives and the students' progress in achieving those objectives. The results of formative evaluation are analyzed and used to focus the efforts of the teacher and students.

Summative evaluations will occur at the end of any completed instructional unit. It is used with the formative evaluation to determine student achievement and program effectiveness. Summative evaluation will form only part of any student grades. An appropriate balance of diagnostic, formative, and summative evaluation will be used.

## **Transformational Rubrics**

The pre-implementation rubrics are scoring tools that are teacher created as a list of the criteria for the assessment and evaluation of a particular task or learning event. Throughout this teacher developed guide, sample rubrics will be created to explain what is expected in an activity or assignment, and to state different levels of performance. These rubrics can be used by both teachers and students. Teachers can use these rubrics to plan and guide their teaching and assessment of student performance. By listing the criteria for evaluation, teachers make their expectations clear and show students what is important. Students can use them to guide peer and self-assessments. Rubrics provide students with feedback about their strengths and areas in need of improvement.

Teachers and students are encouraged to use these rubrics and develop their own as they work through the various activities and strategies that help them meet the objectives of this curricula. To construct a rubric, teachers should:

- Identify the objectives and expectations for a task.
- Decide on evaluative criteria (usually three to six) that will represent the levels of performance and articulate the gradations of quality ranging from good to bad.
- Decide on the structure of the rubric. The scoring strategy may be either holistic or analytic. A holistic strategy aggregates the evaluation criteria to make a single, overall judgement of quality. An analytic strategy requires the scorer to identify criterion-by-criterion scores that may or may not be aggregated into an overall score.
- Share the criteria with the students and, using models, give examples of the different levels.
- Give students their task and have them assess their work, with peers or on their own. Use the same rubric to evaluate the students' final product.

The pre-implementation teachers and students jointly will create rubrics for different tasks by examining models and identifying what distinguishes the good work from the bad. They can use the discussion of these models to begin a list of what counts in quality work, and then describe the best and worst levels of quality. By filling in the middle levels based on their discussions and the teacher's knowledge of common problems, students can identify the gradations for a rubric. Students can then use the rubric to evaluate the models given them, and to assess their own and their peer's work in progress and in final form.

## **Student Performance Portfolios**

Evidence of student achievement is possible with the development of a Performance Portfolio for each student in each class. The professional development will demonstrate to teachers that all core courses portfolios can be an effective way for students, teachers, and parents to observe student progress over a period of time. Because they are purposeful collections of student work, portfolios

can serve as the basis for evaluation of student effort, progress, and achievements in English language arts. A term-end portfolio, assembled a few weeks before a reporting period, can include not only selected written products but also audiotapes of discussions, readings, and interviews; videotapes of oral presentations and debates; and visuals such as posters, graphics, and photographs from the term. An end-of-program portfolio can illustrate progress and achievement in a course. A multi-year portfolio can act as a showcase of the student's best work from several courses and over time.

Students should understand the criteria for what to include in their performance portfolios and how to make the selection. Consideration will be given to the following:

- What kind of portfolio will the students compile--exemplary, process, or some combination?
- What period of time will the portfolio cover?
- How will it be evaluated?
- How will it foster student ownership?
- How will it encourage the students to reflect on their work and growth?

A portfolio can be housed in a three-ring binder or folder and will include:

- a table of contents
- a statement of the student's goals or a letter from the student explaining why each item was selected for inclusion
- items that represent the student's understanding and achievement of the English language arts objectives (e.g., journals, a sample of written work in all its stages, notes, research, reading log), chosen by the student in some cases and required by the teacher in others (e.g., a particular assignment or a representative piece of writing)
- a student self-assessment that includes an assessment of the portfolio.

The portfolio product is important but the process of assembling an English language arts portfolio is just as important. It gives students ownership and the overall "big picture" of their progress.

### School Intervention Plan

#### THE LEARNING COMMUNITY OF NORTHWESTERN HIGH SCHOOL: A THEME BASED TRANSFORMATION

#### INTRODUCTION

Career academies have rapidly grown as a high school reform model and are used nationwide in a variety of high school settings, as they address the need for both academic rigor and contextualized learning. Northwestern High School has an organizing theme for contextualization and application of academic coursework that is proposed to contribute to student learning and student achievement. Northwestern High School will use a composite of performance outcomes and formative data to support the acceptance of students into one of the proposed academies.

Cognitive psychologists and other experts have argued that students learn most effectively if they



are taught skills in the context in which they will use those skills (Collins, Brown, & Newman, 1989; Lave, 1988; Lave & Wenger, 1991; Resnick, 1987). According to Howey (1998), “contextual learning” occurs when students are taught in a way that enables them to use their academic knowledge and abilities both alone and with others and to link what they learn in the classroom with their roles and responsibilities as family members, citizens, students, and workers.

The aim of this Northwestern proposal is to give emphasis on academic standards to create clearer academic priorities for all students. The teachers and parents will be informed of all data needs to assist in the placement of students in the career academy that best serves the need of student and family. The National Commission on Excellence in Education (1983) strongly discouraged general and non-academic courses and recommended a more academic course sequence that would prepare students better for postsecondary education. Research shows that “the quality and intensity of high school curriculum is the single most important predictor of college completion” (Adelman, 1999). However, more than a decade after the publication of *A Nation at Risk*, just half of high school students complete what the report termed a minimum academic program—four years of English and three each in math, science and social studies (Jennings & Rentner, 1998).

The Northwestern career academy model is representative of the SLC that have emerged over the last 20 years as one of the most promising approaches to structuring and focusing students’ high school education, while creating a smoother transition into college and careers. Its core features—focused and integrated curriculum, contextualized academics, work-based learning and a small learning community environment—are aimed toward improved student learning. Moreover, industry engagement in the program broadens the boundaries of high school, encompassing the workplace as a critical component of student learning as well as a setting in which to apply academics and examine career opportunities. The program’s features appear to benefit teachers as well, enabling them to work meaningfully and collectively in preparing students well for their futures.

As we will show below, the academies’ success appears to be highly dependent upon teachers’ engagement in the program’s goals and purposes, the design and implementation of each component, the quality and intensity of employer participation, and the integration of the various component parts into a holistic student experience.

Specifically, prior research has demonstrated the close and personal nature of several types of academies for their students and teachers (Kemple, 1997), the academy’s quality as an educational experience (Kemple, 1997; Orr, Fruchter, Thomas, & White, 1987; Orr & Fanscali, 1995), and the effectiveness of the model for improved student achievement (Foothill Associates, 1997; Kemple & Snipes, 2000) and post-high school success (Maxwell, 1999; Orr, 1990; Orr & Fanscali, 1995)<sup>1</sup>. Such research, however, has been conducted in the early years of academy program implementation (Orr, Fruchter, Thomas, & White, 1987; Orr & Fanscali, 1995) or on career academy programs that vary in purpose, structure and focus (Foothill Associates, 1997; Kemple, 1997; Kemple & Snipes, 2000). Northwestern will employ a strategy of using staff developed assessments at the point of entry into each of the proposed academies and will continue to evaluate each student for progress in

meeting the established targets set for each student. These formative assessments will provide the collaborative meeting with the data supported decisions that will be made to evaluate student progress and achievement. These formative assessments will be given on a schedule that will permit preparation and the frequent communication of results to the teacher and student.

Options such as magnet programs, academies, and houses demonstrate the effort to use small learning community structures and themes to offer variety and challenge, and have been advocated by many high school reform models (c.f. McPartland, Belfanz, Jordan, & Legters 1998). Northwestern will model these sites of excellence by bringing on-line its planetarium and the expansion of its organic earth project with an expansion of the greenhouse to incorporate a tropical rainforest. The focus on having attractive and engaging curricula is enhanced by these novel centers of learning. Much research has already demonstrated the benefits of smaller high schools for student retention (Natriello, McDill & Pallas, 1990; Wehlage, Rutter, Smith, Lesko & Fernandez, 1989) and academic achievement (c.f. Lee & Smith, 1995). Visher, Emanuel and Teitelbaum (1999) reviewed the available research and found that small school size alone leads to improved academic achievement and engagement and facilitates other positive school attributes, including teacher collegiality, personalized teacher-student relationships, and less instructional differentiation by ability. Small school size also helps to create a professional community and consensus on educational and ethical principles (Muir, 2000). Many believe that breaking up large schools into smaller learning communities can achieve similar results to those found in small schools.

#### A DESCRIPTION OF THE TRANSFORMATION

The first decade of the 21st Century thrusts Michigan and Detroit into a mandated redesign of educational and manufacturing institutions, that will be noted worldwide as a vision for innovation, knowledge creation and research discoveries that can be attributed to a steady stream of individuals proficient in Science, Technology, Engineering and Mathematics (STEM). Additionally, students have demonstrated an interest in other career tracks and as a result we will transform Northwestern High School into a center of learning and talent development for several different focal career areas. These areas will, as consequences provide direction and support for the following learning themes for smaller schools within the Northwestern High School campus.

This proposal for a Northwestern High School transformation to smaller academies includes the follow themes:

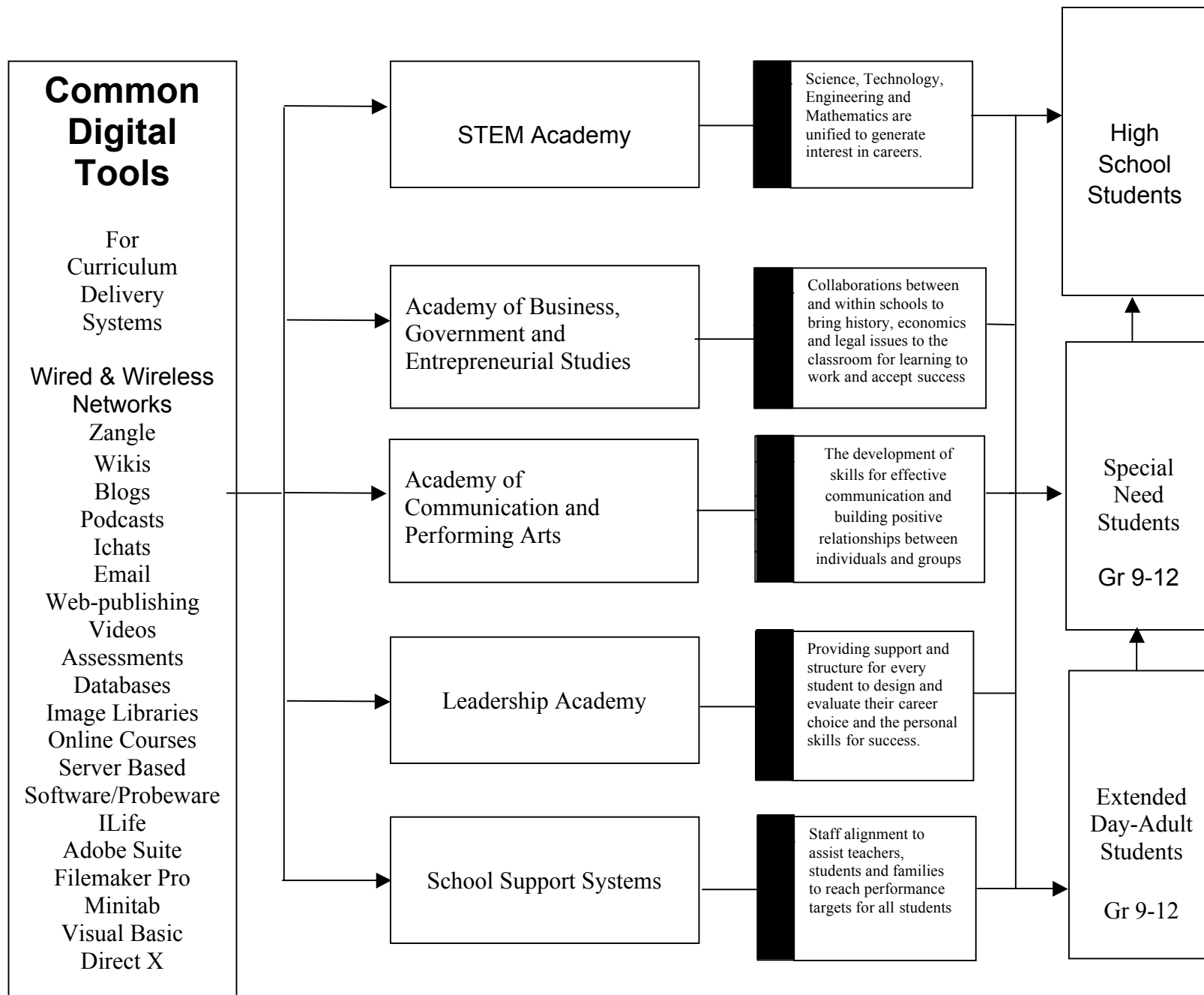
- 1) STEM
- 2) Business, Government (legal) and entrepreneurial Studies
- 3) Communication and Performing Arts
- 4) Leadership

Another important arena in the transformation involves the learning scaffold that includes all other

support systems and resources that enable improved student and staff outcomes. This area is to be known as:

- 5) School Support Systems: This is inarguably an essential component for a sustained achievement initiative. The benefit to the NWHS learning community and Detroit in sustaining the legacy of “world-class” success through a deliberate, focused investment and commitment to student learning is priceless. We will employ a staff technology specialist as an expert to share and support the on-going theme based learning and sustainability of the transformation proposed. This technologist, as teacher, will provide much of the support needed by teachers daily and will assist the principal in providing the necessary leadership at the point of need...namely, the classroom. In addition we will have the data needs satisfied with a data specialist for the collection and collation of real-time data for further analysis by a data analyst for generating reports and overall digestion by the school staff and parents.
- 6) Assessment Tools
  - a) All incoming students will take the ACT as a placement tool for guidance
  - b) Every student will take annual ACT as indicators of growth towards a performance target
  - c) Staff will establish a data base of evaluation instruments that will be used for the formative biweekly progress reports to students and family.
  - d) Subject specific assessments will occur on a daily basis for each learning object as established by the curriculum.

# The Learning Community of Northwestern HS: A Theme Based Transformation



## **DESCRIPTION OF ACADEMY THEMES**

### **STEM**

A group of teachers are unified in providing instruction and career guidance for students that focus on learning about STEM subjects (Science, Technology, Engineering and Mathematics). The learning opportunities are extended to other students from the other career academies located within Northwestern. A significant effort is made to provide every STEM student an apprenticeship with a STEM professional for “On-the-Job” learning experiences to support the career choices of students.

### **Academy of Business, Government and Entrepreneurial Studies**

The teachers are providing students with information related to starting and managing a business. The principles of accounting, legal issues, developing human capital and preserving quality and retail consumer sales and employee retention will assist students in leaving high school with the skills and talents to start a business or work within a preexisting business framework. In addition students review the historic trends in local, state, national and global communities. The Psycho-Social issues that impact business success are topics that insure students are prepared for employment and/or additional

### **The Academy of Communication and Performing Arts**

The ability to improve student communication with the written and spoken English language is enhanced by the additional languages students learn for understanding the culture and issues within the global communities that impact everyone. Students are able to dramatize their experiences with poetry and/or acting experiences. The creation of student publications and support of classroom/school communication is supported by ‘real-world’ experiences. The incorporation of digitally created music and staged performances and delivery with digital video tools for delivery will capture the interests of all students in this smaller learning community.

### **The Leadership Academy**

This school works with each student to develop the leadership potential that every student has the potential to develop and demonstrate. Leadership development allows every student to accept the challenges of leading a corporation, a team, a family or community. This is accomplished with a greater understanding of management principles and the consideration of decision making, collaboration and assertiveness. Time and fiscal management are common challenges that are overcome with placement in a Detroit business as an apprentice.

## **The Common Tools**

The migration to a theme-based digital learning community will require all instructional staff to undergo a series of professional development experiences that will transform their pedagogical practices. The introduction of common digital tools for learning and instruction will require an expanded PD schedule. Each school will schedule these PD experiences according to the calendar used for the school. All staff attendance at PD sessions will be mandated. The professional Development is both formal and informal learning experiences. The embedded PD will permit the staff to receive on-site support that is “Just-in-time. The Staffing of each of the smaller learning communities will participate in an intense system of professional development that will support the transition to the new Performance based paradigm.

## **5. External Provider Selection**

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. EdWorks was selected from the MDE preapproved list.

## **6. Alignment of Resources**

Describe how the building’s human and community resources will be aligned to facilitate implementation of the intervention selection.

Northwestern has established a distributed leadership team to implement the plan. That team consists of:

- A **School-Based Transformation Manager** whose primary focus is the implementation of Northwestern’s rapid transformation plan.
- An **Assistant Principal for each of the /Career Academy/Smaller Learning Communities**. These administrators will receive monthly leadership development mentoring with the EdWorks Coach, as well as, full participation in all teacher professional development opportunities.
- A **Lead Teacher for each of the /Career Academy/Smaller Learning Community** at Northwestern. These leaders will have a minimum of 2 days release each year for leadership development and time for targeted one-on-one mentoring with the EdWorks Coach.

- **A Data Analyst** to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- **A College and Community Access and Coordinator** to ensure students has the information and support needed to pursue higher education and/or careers.
- **An External Rapid Transformation Partner**  
School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, “The EdWorks Model,” these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to increasing graduation rates and student academic performance.

Additional organizational funds are being sought to support:

- **Common Planning Time** will be established for all teachers embedded within the master schedule.
- **Focused professional development time** for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum)
- **Accelerated Academies for students:** focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- **Student Summer Bridge:** minimum 4 days as transition between grades 8 and 9
- 

## **7. Modification of local building policies or practices**

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The **Shared Decision-Making** process will be implemented at Northwestern under the Transformation Model. This shared decision-making model is designed to give a school the level of autonomy needed to create the flexible work conditions required to effectively build a culture of success and drive dramatic improvements in student achievement.

The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT.

Under the Priority Schools agreement, the following is in place relative to staffing:

1) The administration in collaboration with DFT convened to develop Priority School interview questions that reflect the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority School, and to approve the criteria for recruitment, selection, and retention of staff at a Priority School.

The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

To this end, Northwestern will implement the following actions according to the negotiated “Priority Schools” agreement:

- Opportunity to recruit, select, retain, and release staff without adherence to seniority rules.
- Staff selection criteria will be based on research relative to “turnaround” teachers and leaders
- Shared Decision-Making to allow operational flexibility to make decisions about work rules and operations that best meet the needs of their school population
- Extended school year and day
- Mandatory prescribed professional development aligned to the academic program and reform option
- School-based performance bonus system.
- Maximize current and future General and Title funding, grant funds, and support from the philanthropic and business communities, and universities.

Once a school’s participation is approved by the Joint Committee, a school-based Leadership Team is established to aid with implementations and assure the model is meeting the needs and direction of the school’s reform effort. The School Leadership Team will work collaboratively and by consensus to identify issues, to define goals relative to academic achievement, to develop school-based budgets and to establish policies and practices.

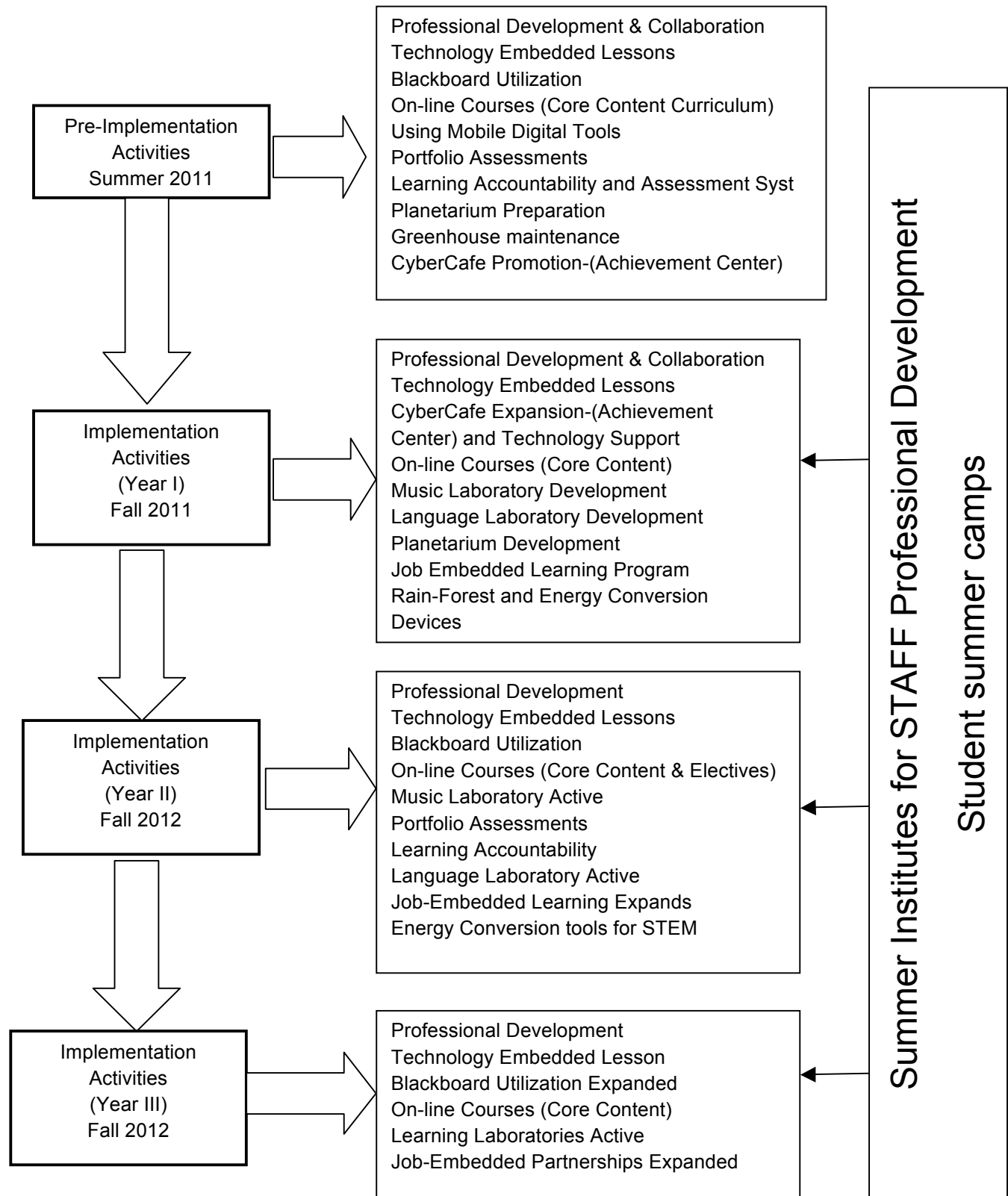


## **8. Timeline**

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

See next page

## General Timelines for Implementation Activities for Northwestern High School Transformation



## 9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	<b>Current Proficiency Rate</b>	<b>Goal for 2011-12</b>	<b>Goal for 2012-13</b>	<b>Goal for 2013-14</b>
<b>Reading</b>	<b>25%</b>	<b>40%-59%</b>	<b>60%- 79%</b>	<b>80%-99%</b>
<b>Mathematics</b>	<b>3%</b>	<b>23%-39%</b>	<b>40%-69%</b>	<b>70%-99%</b>

## 10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Northwestern High School also collaborated with EdWorks in preparing School Improvement Application.

## 11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The school's ability to support change after the funding period will be gauged by the support of staff, students, parents, and alumni in how well they embraced the Transformation Model. This will be evident in high-functioning small schools and the continuation of the distributed

leadership that is embedded and a high-functioning leadership team within the transformed learning *system* involving multiple roles and responsibilities; ensuring that leadership for learning and high performance is evident to everyone.

The establishment of a school governance mandate with the autonomy required to establish budgets, operational structures, and staffing and evaluation protocols, along with the flexible use of all learning and infrastructure resources. The transformed Northwestern will have an Educator Evaluation System that will sustain the established excellence and a continuing commitment to the Priority School agreement. Ongoing data-monitoring, at the individual teacher and student level is a key and essential component to school improvement and sustainability for the duration of this effort and beyond.

## **Section B.**

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

**Attachment A – Transformation - SEE ATTACHMENT**

Attachment B – Turnaround

Attachment C – Restart

Attachment D – Closure

## Section C.

**Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.**

Example:

<b>Year 1 Pre- Implementation Must use before Sept. 2011</b>	<b>Year 1 Implementation</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Three-Year Total</b>
<b>\$179,000 Completed</b>	<b>\$2,000,000</b>  <b>\$Include Edworks \$300K</b>	<b>\$2,000,000</b>	<b>\$2,000,000</b>	<b>\$6,000,000</b>

**Section D.**  
**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	71,400
Student Data	
Dropout rate	19%
Student attendance rate	65%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	.05%
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	0
Number and percentage enrolled in college from	40%

most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	227
Number of students involved in disciplinary incidents	224
Number of truant students	?
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	NA
Teacher Attendance Rate	90

## Fiscal Information

**The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.**

## USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing service** Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number

as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school. The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

## **Attachment A--Transformation Model**

**The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.**

### **1. Replace the principal**

The District identified leaders who exhibited the most potential to effectively address the unique needs of the SIG schools and assigned these individuals appropriately. Belinda Raines was assigned as the principal for the 2009-2010 school years. She meets the two year allowance for new leadership at Northwestern High School.

### **2. Include student data in teacher/leader evaluation**

The Northwestern Teacher Evaluation System evaluation is based on the Framework for 21st Century Learning Professional Teaching Standards in the State of Michigan. The instrument is used to evaluate teachers and instruction is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practices leading to improved instruction. The Evaluation System is designed to encourage professional growth, to be flexible and fair to the teachers being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

Different demands on 21st century education dictate new roles for teachers in their classrooms. Teachers make the content they teach engaging, relevant to student data, and meaningful to students' lives. Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.



### **3. Evaluations that are designed with teacher/principal involvement**

The intended purpose of the Northwestern High School Evaluation Process is to assess the teacher's performance in relation to National and State of Michigan Teaching Standards and to design a plan for professional growth for every teacher. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A Northwestern school committee for High School Teaching and Academic Standards shall use the Northwestern Teaching Protocols and Northwestern Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in National Professional Teaching Standards and the National Teacher Evaluation Process including the City of Detroit Public Schools as the LEA (Local Educational Agency).

Summary Evaluation Conference and Summary Rating Form – The conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of the Detroit Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric. At the conclusion of the process, the principal shall complete the Teacher Summary Rating Form and complete the recommend to the Achievement Committee the level of financial incentives that the teacher evaluation system has identified for payment to the teacher for student success.

On October 8, 2010, the Northwestern High School Academic Achievement Team Committee approved a school policy adopting the Rubric for Northwestern Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

#### **1) Teacher Responsibilities:**

- Know and understand the Northwestern Professional Teaching Standards.
- Understand the Northwestern Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

#### **2) Principal/Evaluator Responsibilities:**

- Know and understand the National Professional Teaching Standards.

- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
- Develop and supervise implementation of action plans as appropriate.

#### **4.Remove leaders/staff that have not increased achievement**

Under the Priority Schools agreement, the following is in place relative to staffing:

The administration in collaboration with DFT convened to develop Priority School interview questions that reflect the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority School, and to approve the criteria for recruitment, selection, and retention of staff at a Priority School.

#### **5. Provide on-going job embedded staff development**

One of the critical elements of the Northwestern plan is the embedded professional development through-out the school year. Professional development opportunities are available beginning summer of 2011 with the Summer Bridge Program and Accelerated Academies, and continue throughout the school year.

#### **6. Implement financial incentives or career growth or flexible work conditions**

The overarching mission of Northwestern High School is that every student will graduate and be globally competitive for work and postsecondary education and prepared for life in the 21st Century. The Financial Incentives to Teachers (F-I-tT) Program will allow teachers to receive a monetary reward and an annual appreciation for the contributions the teacher(s) make(s) towards high levels of student achievement.

#### **7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.**

Northwestern High School will provide a tiered approach to using data and research to promote continuous use of student data to inform and differentiate instruction. This ubiquitous use of data will be made available daily for the decisions required to meet the needs of all teachers and students, ensuring they have the supports they need to be successful in a robust and scaffolded course of study.

## **8. Promote continuous use of student data to inform instruction and meet individual needs of students.**

Teachers in the Small Learning Academies will participate in on-going, job embedded professional development with a focus on interpreting and using student data effectively and research-based instructional strategies that meet the unique needs of the students that provide clear learning outcomes. Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding. This “learn-by-doing” approach makes it possible to correlate changes in student performance with professional and leadership development experiences. Data specialists will be available to support the growth as evidenced in the performance profiles of teacher and student.

## **9. Provide increased learning time**

- a. Extended learning time for all students in the core areas...**
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...**
- c. Teachers to collaborate, plan and engage in professional development...**

The District and the Union agree that in order to achieve Shared Decision Making (SDM) at the school level, the School Leadership Team (SLT) must agree to participate in required SDM training and work cooperatively in order to bring about the expected transformation, which may include a significant restructuring of instruction.

To this end, Northwestern will implement following actions according to the negotiated “Priority Schools” agreement to extended the school year and school day. We will mandate a prescribed professional development aligned to all academic programs. The Northwestern High School-based performance bonus system will offer incentives to all teachers to meet objective indicators of high quality instruction using 21<sup>st</sup> century tools. All instructors are expected to retain a common planning time with their academy colleagues to focus on extending their professional development informally while resident in the building.

## **10. Provide ongoing mechanisms for family and community engagement**

In the extended learning community, the most effective learning tools are developed with a specific purpose in mind. Adults are charged with the role of exposing students to the community and the services they offer. This is done in preparation for the students to be viable contributors to their community. Rather than “listing” random resources, strong community maps point to “solutions” for specific challenges. For instance, a map of resources

for student academic support might include libraries and community centers, where students have access to internet-enabled computers for research and writing; physical locations where students can find quiet space to complete homework or meet in small study groups; businesses that provide space for students who are their employees to study and give incentives to their employee-students for academic performance; or even the phone number for “homework hotlines,” etc. Community colleges can be introduced to students as means to assist those students that believe they are not ready to attend a large university or four year college or who do not have the financial means to continue their education.

**11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.**

The collective bargaining unit for teachers has entered into an agreement to establish the required oversight of classroom and instructional content for the extended school day/year. In the fall of 2011, Northwestern has developed and is in the early stages of implementing a Teaching and Academic Standards Committee. The different demands on 21<sup>st</sup> century education dictate new roles for teachers in their classrooms. The following guidelines define and provides a promotional potential and financial incentive for what Northwestern teachers need to know and do to teach students in the 21<sup>st</sup> century. We know this program to be the FIIT (Financial Incentives to Teachers) Program. Teachers will be recognized and rewarded when they:

- Providing a shared leadership among the staff and with the administration in order to bring consensus and a common, shared ownership of the vision and purpose of the work of the school.
- Make the content they teach engaging, relevant, and meaningful to students’ lives.
- Facilitate instruction encouraging all students to use 21<sup>st</sup> century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- Promote 21st century content (global awareness, civic literacy, financial literacy, and health awareness) in the core content areas.
- Generate projects that are integrated among disciplines and involve relationships with the home and community.

**12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.**

**The district has appointed a district wide Superintendent for School Redesign, an experienced central office change agent and successful building administrator and**

Northwestern has engaged EdWorks, LLC, to guide the systemic, whole school transformation process at Northwestern High School. This team has the access and influence to move the work forward in an expeditious manner.

**The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)**

**1. Provide additional \$ to attract and retain staff.**

A major attraction for teacher entry and retention on the staff of the transformed Northwestern High School will involve the financial incentives that are available to all teachers from the Committee responsible for accepting the principal's recommendation for a reward for the highest quality of work and the contributions made to high student achievement. The description of the process is summarized below.

**NORTHWESTERN HIGH SCHOOL**  
TEACHER EVALUATION PROCESS AND THE F-I-tT PROGRAM

The overarching mission of Northwestern High School is that every student will graduate and be globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century. The **Financial Incentives to Teachers (F-I-tT) Program** will allow teachers to receive a monetary reward and an annual appreciation for the contributions the teacher(s) make(s) towards high levels of student achievement.

A) VISION

Northwestern High School engages all students in a dynamic and seamless learning experience resulting in evidence of student mastery of career and academic knowledge including the skills required for each student to become a positive and contributing member of a collaborative, productive school learning team operating in a 21<sup>st</sup> century global community.

B) Mission

Northwestern High School teachers: (A) will deliver high-quality learning and assessment programs, resources, and services to prepare all students for making

informed decisions as well as planning careers; (B) are unified in the execution of activities focused on: 1) careers and academic success, 2) postsecondary education, and 3) supporting students as they transition to adult roles and responsibilities. (C) will receive a financial reward for assisting and mentoring students in attaining high scores on the Michigan Merit Examination or the ACT college admission program.

This mission requires a new vision of school leadership and a new set of skills that teachers must use daily in order to help their students learn 21<sup>st</sup> century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

### C) GUIDING PRINCIPLES

1. **INCLUSION:** Northwestern High School teachers provide all students with full access to high-quality course offerings in a clean, safe learning environment.
2. ***STUDENTS AND THE ECONOMY:*** Northwestern High School teachers serve the career preparation needs and interests of students, industry, labor, and communities while promoting workforce and economic development.
3. ***PREPARATION FOR SUCCESS:*** Northwestern High School teachers prepare students to master the necessary technical, academic, employability (language, punctuality and appropriate dress), decision-making, and interpersonal skills to compete globally and make the transition to meaningful postsecondary education and/or employment.
4. ***CAREER PLANNING AND MANAGEMENT:*** Northwestern High School teachers provide students with opportunities to develop, expand, master and apply the skills needed for planning and managing their career choices. In addition, teachers participate in programs of professional development that enhance the professional growth and development of all teachers.
5. ***INTEGRATION:*** Northwestern High School teachers incorporate differentiated instructional strategies to improve teaching and learning through a robust integration of technology for meeting academic content standards as applied in real-world situations.
6. ***PROGRAMS OF STUDY:*** Northwestern High School teachers provide sequenced curricular pathways that include career-related and academic content standards to prepare students for success in postsecondary education, careers, and lifelong learning.
7. ***INNOVATION AND QUALITY:*** Northwestern High School teachers foster innovation and

continuous improvement of the instructional environment, content, pedagogy and assessments.

8. **21<sup>ST</sup> CENTURY ORIENTATION:** Northwestern High School teachers demonstrate a progressive perspective with learning technologies and communication modalities that meet the contemporary and emerging needs of individuals, communities, and the economy.
9. **COLLABORATION:** Northwestern High School teachers' partner with business, industry, labor, postsecondary institutions and the community to provide classroom and work based learning opportunities that prepare all students for success in the 21<sup>st</sup> century.
10. **INCENTIVES:** All Northwestern High SCHOOL teachers will be qualified for a financial reward of \$25K when a cohort of 25 students (selecting the teacher as a mentor) has reached the highest level of performance on the State of Michigan Merit Examination or the MEAP.

## **2. Institute a system for measuring changes in instructional practices that result from professional development.**

### **On-Going, High-Quality Job-Embedded Professional Development**

A timeline for activities provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length.

### **New Content is delivered in Workshops or Retreats**

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons or creating walkthrough plans or completing SWBAT analyses and formulating student support plans, just to name a few examples.

This “learn-by-doing” approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

**3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.**

In collaboration with the DFT, the District negotiated provisions defining Priority Schools and this language is incorporated in the current Collective Bargaining Agreement. As a part of instructional reform efforts, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. Under the Priority Schools agreement, the District and teacher’s union (DFT) agreed to accommodate necessary and unusual requirements. These accommodations include staffing selection and the waiver of seniority. Staffing at Priority Schools is based on a selective application process. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the school site Staff Selection Committee. Upon selection, teachers are required to attend prescribed professional development specifically designed to meet the instructional needs of the Priority School. Priority School teachers are assigned with the understanding that their on-going assignment at the school is contingent upon staff meeting evaluative criteria in an annual review process.

**4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.**

Northwestern will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school Transformation work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders.

Data are presented in user-friendly format and discussed in School Leadership Team meetings, in the professional learning communities that operate during common planning time, in meetings with school and district leadership and in community engagement conversations.

Surveys will also be collected from business and community partners. This data will then be shared with stakeholders during monthly meetings and professional development in order to evaluate and use effectively to improve student achievement. Collected results will be



available in the main office of the school. We anticipate the ability to upload results form any data collected on the schools web site.

The data will be collected under the direction of Deborah Howard, EdWorks Director for Education Strategy in partnership with the school's Data Analyst and its Technical Assistance Coach. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school.

The following data collection tools are sampling of the tools used to obtain the data needed to create the desired reports:

- School Data Collection Template: completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
- Planning and Implementation Calendars: Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
- Student, Teacher and Leader, Business and Community Attitudinal Surveys: Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
- Client Satisfaction Survey: Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services

#### Report One: Engagement and Model Implementation – Annually

- Measurement Need: Is the EdWorks model being implemented with fidelity, and is the school progressing?
- Reporting Approach: Demonstrate school's progress employing all of the components of the EdWorks model

#### Report Two: Interim Student Growth -- Quarterly

- Measurement Need: Are students improving academically so that they will be prepared to progress at the end of the year?
- Reporting Approach: Examine key student achievement indicators which demonstrate students are on the path to success

#### Report Three: Annual Student Growth – Annually

- Measurement Need: Is student academic achievement increasing?

- Reporting Approach: Examine key student achievement indicators which demonstrate students are on the path to success.

## **5. Implement a school wide Response to Intervention model.**

Northwestern will implement an RTI system as defined by the National Council for Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

With the implementation of RTI, Northwestern will use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.

- Design professional development related to the proposed activities; targeting all sub groups after evaluation of data.
- Create supplemental resource packets for all students performing at MME assessment levels 3 and 4
- Build cross-curricular units of study
- Develop lesson plans and assignments that emphasize the use of graphic organizer: Develop unit plans for informational texts that include common question stems.
- Use data to inform instruction create innovative programs to complement school improvement efforts and enable struggling students to master fundamental skills in all core content areas.
- Create learning plans and outcomes.
- Differentiation of Instructional Practice
- Implement Short Cycle Assessments as Instructional Resources
- Use Research-Based Instructional Models

## **6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.**

Northwestern High School Learning Academies will design professional development activities targeting all sub groups after the evaluation of data. Instructional teams will be formed by grade level and course content will meet during common prep times to develop instructional strategies that support Students with Disabilities in the Least Restrictive

environment. These strategies will then be presented to the entire staff in job –embedded professional development opportunities using the “Learn by doing approach.”

**7. Use and integrate technology-based interventions.**

Technology will be used to augment the face-to-face exchanges between students and their teachers or support student-student interaction as 21<sup>st</sup> century learners. And more importantly, technology will allow student access to learning materials 24 hours/day every day of the instructional year. The objective assessments will be provided with technology and immediate feedback given to the student to reinforce the growth in the content area of mastery of the material tested. Communication with parents will be enhanced with the on-time delivery of performance outcomes for family support or intervention. In some cases the technology will be the primary access path to the on-line teacher, who is available to the students when they are off-line to learn the material provided in a digital course.

**8. Increase rigor through such programs as AP, IB, STEM, and others.**

The Northwestern community is employing strategies to achieve a successful Transformation that will improve student achievement. Northwestern is committed to using data as a driving force behind the rigorous, instructional program that is research-based and that is aligned to national Common Core standards, state standards and national college and career-ready standards. With the addition of the S.T.E.M. Learning Academy, plans are underway to add Advanced Placement Courses and Dual enrollment.

**Provide summer transition programs or freshman academies**

The Summer Bridge Program Summer 2011 has been designed and is currently on target for the summer delivery and evaluation. It will involve 90 hours of classroom learning activities in the core content areas, including on-line learning and permit the students to visit colleges and understand their preparation for careers. Teachers will learn to master the use of “Blackboard” management systems during this summer transition program.

**10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.**

Northwestern will continue to offer Credit Recovery Programs, to increase the graduation rate. Students will have an opportunity to make up courses by attending summer school and/or extended day. Learning with technology will be included in the credit recovery courses.

**11. Establish early warning systems to identify students who may be at risk of failure.**

Northwestern will use data generated from the Student Information System and the DPP, Daily Performance Profile, to identify students as being in the greatest need of assistance in meeting the Core Academic Standards as identified by objectives and GLPE, including, but not limited to: MEAP, MME, ACT and other mandated District Benchmark Assessments. Other methods of identification include identifying students that meet the guidelines for the Free Lunch Program, IDEA (students with disabilities), educational deprivation, delinquent, at risk of dropping out, homeless, and LEP students.

Interventions and assistance includes effective, evidenced based instructional strategies, extended learning time, summer programs, a robust curriculum, double dosing, RTI and Inclusion for students with disabilities. Additional supports and assistance is provided to students such as: Counseling, mentoring, extended learning opportunities, Transition Services and College awareness.

**12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.**

Northwestern is in partnership with the Communities in Schools organization. The main focus of this organization is to remove barriers that impede student achievement. This organization assists Northwestern with volunteers, resources and assistance for the whole child. Programs such as Mobile Dentist and Vision, Health Care Connections and Clothing have been beneficial to Northwestern students.

In the learning community, the most effective learning tools are developed with a specific purpose in mind. Adults are charged with the role of exposing students to the community and the services they offer. This is done in preparation for the students to be viable contributors to their community.

For instance, a map of resources for student academic support might include libraries and community centers where students have access to internet-enabled computers for research and writing; physical locations where students can find quiet space to complete homework or meet in small study groups; businesses that provide space for students who are their employees to study and give incentives to their employee-students for academic performance; or even the phone number for "homework hotlines," etc. Community colleges can be introduced to students as means to assist those students that feel they are not ready to attend a university or four year college or who do not have the financial means.

**13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.**

In collaboration with the DFT, the District negotiated provisions defining Priority Schools and this language is incorporated in the current Collective Bargaining Agreement. As a part of instructional reform efforts, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. Under the Priority Schools agreement, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements. Such accommodations include:

- Time for staff to collaborate, including regular, scheduled, and committed time for staff to engage in team-building planning, analysis of student work, and collaboration for student success;
- Non-traditional scheduling that promotes deep student learning and meaningful relationships with teachers
- Authentic community engagement as defined by substantive community conversations that engage a broad array of stakeholder and connect with and influence official decisions
- Clear community involvement in the daily life of the school

#### **14. Implementing approaches to improve school climate and discipline**

Scholarly pursuit requires a quality environment for success. The models presented in behavioral ecology suggests that the environment will support and dictate the expected behaviors, and must be adjusted, along with any changes in the behavior of the inhabitants. We will work with students to manage a cultural transformation that represents achievement and we intend to continue with the practices as established by a program created for achieving this end, The AIM Program. The Northwestern staff has chosen to implement The AIM Program as systemic, whole school approach for immediate transformation and student success.

By sharing a culture in which the teaching and learning process focuses on individual student growth and achievement attention will be placed on improving the school climate, culture and discipline management systems.

#### **15. Expanding the school program to offer full-day kindergarten or pre-kindergarten. NA**

**Northwestern is a Comprehensive High School serving grades 9 – 12.**

#### **16. Allow the school to be run under a new governance arrangement.**

In collaboration with the DFT, the District negotiated provisions defining Priority Schools and this language is incorporated in the current Collective Bargaining Agreement. As a part of instructional reform efforts, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. Under the Priority Schools agreement, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements. Based on the transformational Model, the principal will take the lead role in implementing the school improvement, which is predicted on a vision that requires a cultural full of professional and collaborative change. The leadership team will use data to display useful and current patterns to discern student achievement, and organizational productivity issues that need to be addressed.

- Distributed leadership, ensuring that leadership for learning and high performance is embedded as a well-designed and high-functioning leadership *system* involving multiple roles and responsibilities;
- Performance accountability, having students and staff share both personal and school accountability for measureable results and continuous improvement in student outcomes; and
- Autonomous governance, budgets, structures, and staffing, along with the flexible use of resources
- Non-traditional scheduling that promotes deep student learning and meaningful relationships with teachers
- Authentic community engagement as defined by substantive community conversations that engage a broad array of stakeholder and connect with and influence official decisions
- Teachers must be empowered to bring change and improvement, and they gain that empowerment through relevant professional development opportunities

**17. Implement a per pupil school based budget formula weighted based on student needs.**

# ARRA School Improvement Grant (SIG) II 2011 Budget Detail

## For Northwestern High School

### 110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts	1020h	\$20,400	\$5,775					\$26,175
119 - Basic Programs – Other Basic Programs	Supplies and material for Summer Bridge including: markers, poster board, paper, supplemental workbooks, pen, paper and copies of instructional materials etc. 300 students @ \$300 each					\$90,000			\$90,000
	Sub-Total	1020h	\$20,400	\$5,775		\$90,000			\$116,175

### 120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Ed Tech (College Awareness Coordinator) – This position will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college	1	\$29,500	\$20,300					\$49,800
125 - Added Needs – Compensatory Education	Accelerated Academies: Tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for grades 10th-12th. Program will assist students in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams.				\$47,100				\$47,100

# ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

## For Northwestern High School

125 - Added Needs – Compensatory Education	Transformation Manager: \$17,500 (1/7 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.				\$17,500				\$17,500
125 - Added Needs – Compensatory Education	Supplies for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.					\$10,000			\$10,000
	Sub-Total	1	\$29,500	\$20,300	\$64,600	\$10,000			\$124,400

### 220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Instructional Specialist (Math Coach)The math coach will provide instructional support to school leadership, math teachers, and special education professionals. The coach is an educator with experience in mathematics education and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Substitute Teacher pay to cover teacher classroom that are engaged in professional development activities. Cost includes 5 substitute teachers @ approx. 125 per day x 10 days	320h	\$6,250	\$2,538					\$8,788
221 - Improvement of Instruction	Workshop cost to support teacher professional development. Workshop titles will support the core area's of academic achievement and techniques that will allow the intergration of technology with classroom instruction. 32 teacher x \$23.82 per hour x 5 hours x 25 sessions	4000h	\$95,280	\$26,974					\$122,254



## ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

### For Northwestern High School

221 - Improvement of Instruction	EdWorks Technical Assistance: A team of EdWorks Technical Assistance Coaches will provide on-the-ground professional development, coaching and mentoring for teachers and school leadership, as well as guidance for community engagement and data collection and analysis. Services includes 76 days of on-site technical assistance for regular and summer school hours				\$174,250				\$174,250
221 - Improvement of Instruction	Workshop and conference fees to cover costs associated to the Leadership Institute conference registration, transportation, per-diem and lodging, etc.				\$4,188				\$4,188
221 - Improvement of Instruction	Instructional Specialist (Data Analyst) at \$74,300 Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction	1	\$74,300	\$33,531					\$107,831
	Sub-Total	2/4320h	\$250,130	\$96,574	\$178,438				\$525,142

#### 280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	Short Cycle Assessments - A short cycle assessment provider will be selected to provide online or automated tests for students in each of the four grades approximately three times per year. Short cycle assessments are critical to: Identifying the skills and concepts individual students have learned; Diagnosing instructional needs of individual students; Monitoring academic growth over time; Making data-drive decisions at the classroom, school and district levels				\$17,632				\$17,632
	Sub-Total				\$17,632				\$17,632

## ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

## For Northwestern High School

**330 - Community Activities**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Centers of Strength: Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement effort in the first year while gathering data from the conversations.				\$20,000				\$20,000
331 - Community Activities	Refreshment costs for parent/community workshops 25 sessions x 30 parents @ 10 each					\$7,500			\$7,500
331 - Community Activities	Supplies and material to support parent workshops. Supplies include; paper, pen, folders, software, supplemental workbooks, parent literature, etc.					\$10,000			\$10,000
	Sub-Total				\$20,000	\$17,500			\$37,500
<hr/>									
	Sub Total	3/5340h	\$300,030	\$122,649	\$280,670	\$117,500			\$820,849
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$820,849
	Allocation								\$0

# Attachment VII

## School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

### I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Northwestern High School is TRANSFORMATION;

### II. PROJECT ADMINISTRATION

#### A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

#### **B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES**

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

#### **C. JOINT RESPONSIBILITIES**

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

#### **D. STATE RESPONSIBILITIES**

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

#### **E. RECOURSE FOR NON-PERFORMANCE**

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

### **III. ASSURANCES**

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

#### **IV. MODIFICATIONS**

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

#### **V. DURATION/TERMINATION**

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

## VII. SIGNATURES

**Local Superintendent** (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial  
managers

**President of Local School Board** (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

**Intermediate Superintendent** (or equivalent authorized signatory) - required:

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_

**President of Intermediate School Board** (or equivalent) - required:

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_

**Authorized State Official** - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_